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ABSTRACT

This annotated bibliography offers representative works from material for the development of teachers and children. It is organized under several categories significant to the teacher in the reading curricular sphere. The whole area of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and available bibliographies are included. The two main categories in which selections are presented are Learning and the Denied Child and Reading and the Denied Learner. (This document previously announced as ED 035 522.) (Author/NH)

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READING AND THE DENIED LEARNER

An Annotated Bibliography

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1969

Ramon Ross, *General Editor*

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INTRODUCTION

Neil Postman has suggested that a "disadvantaged" child is any child who attends a public school in these United States because the nature of curriculum design and change is such that the child in the classroom does not benefit from true innovation, assuming that innovation exists, until that which is innovative has become archaic. Postman's statement is in response to the never-ending semantic battle dealing with labels for learners. On the suspicion that Postman's definition indicts the American common school with greater finality than necessary, one might suggest that the children with whom this annotated bibliography is concerned be labeled according to their experience with denial. Thus, one might call them denied learners: denied of the verbal stimulation necessary to cope with a school system designed for verbal competence; denied of the extra-school experiences necessary to cope with a school system designed for a broad experiential repertory; denied of the positive attitudes toward school necessary to cope with a school system which depends heavily upon attitudes for judgment; and denied of the human respect, be it for economic, racial, or linguistic reasons, necessary for healthy human development.

Whatever label is selected, the school must deal with the reality that children having various characteristics which make success in the school as it exists unlikely do attend the American common school and that the school must serve these children. This bibliography offers references for the development of teachers and children. It is organized under several categories which appear to be significant to the teacher of children in the reading curricular sphere.

The whole sphere of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and available bibliographies are included.

There is no effort to insist that this work is complete. These references are merely representative of that which is available to the teacher and his children. Such an effort to compile available material is useful to the reader only to the extent that the reader continues the compilation in the direction which he deems necessary for his own purposes.

LEARNING AND THE DENIED CHILD

The literature is replete with detailed analyses of the denied child in terms of both characteristics and learning problems. This section does not purport to compete with the work of Bloom, Edwards, Riessman, Taba, and the many others who have provided teachers with a broad base of information which characterizes the denied child. For such information the reader is encouraged to consult the designated writers and the many others who have placed introductory and descriptive work at the disposal of teachers.

This section attempts to bring together samples of the literature which may help teachers to formulate some assumptions about healthy educational procedures for denied children. It is hoped that this section will respond to the pedagogical cliche "We teach children, not subject matter," as the works cited are discussions of children as potential learners.

ALLEN, R. J. "Raising Levels of Sensitivity and Caring," *Childhood Education* (December 1965), 204-207.

Includes a discussion of sensitive teachers developing sensitive children, lists questions for the evaluation of success in developing sensitive children, and points out some faulty assumptions about learning.

AUSUBEL, DAVID P. "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," *School Review,* 71 (Winter 1963), 454-463.

Stresses the provision of an optimal learning environment as early as possible in order to arrest and/or reverse the course of intellectual retardation in the case of disadvantaged children. Ausubel leans in the direction of the programed learning concept (without the hardware) as the best format for teaching the disadvantaged because it lends itself to three criteria which he thinks are crucial: initial learning material geared to the state of the learner, mastery of all ongoing learning before new tasks are introduced, and the use of structured and sequential materials. With respect to motivation, the author recognizes the lack of intrinsic motivation and suggests that the teacher make the effort in the direction of excellent teaching and thereby introduce the learner to the joy of learning through experience in successful learning.

BACKMAN, CARL W., and PAUL F. SECORD. *A Social Psychological View of Education.* New York: Harcourt, Brace and World, 1968, 73-115.

Includes two chapters of significance to the problems of education for disadvantaged learners. The first, "Diverging Patterns of Achievement,"

offers a review of research on ability grouping which relates directly to the issue; and the second, "Effects of Classroom Interaction," discusses the relationships between teachers and children.

BETTELHEIM, BRUNO. "Teaching the Disadvantaged," *NEA Journal*, 54 (September 1965).

Discusses the significance of teacher attitude and the development of positive attitudes in the disadvantaged pupil.

BETTELHEIM, BRUNO. "The Decision to Fail," *School Review*, 69 (Winter 1961), 377-412.

Discusses failure functioning from several emotional blocks to learning which the author states as obstructions resulting from a way of life shaped by 1) technology, 2) inhibitions which come from the child's history or experience, and 3) obstructions functioning from a maladaptive learning environment.

BLOOM, BENJAMIN S. et al. *Compensatory Education for Cultural Deprivation.* New York: Holt, Rinehart and Winston, 1965.

Considers early needs of the culturally disadvantaged and the implications for elementary and secondary schools. Specific recommendations are made for each level of education. Contains an extensive annotated bibliography.

BRUNER, JEROME S. *The Process of Education.* Cambridge, Mass.: Harvard University Press, 1960.

Examines the structures of various bodies of knowledge. Propounds theory that even young children can understand basic concepts when presented with regard to the child's development level.

DAVIDSON, HELEN H., and GERHARD LANG. "Children's Perception of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement, and Behavior," *Journal of Experimental Education*, 29 (December 1960), 107-118.

Reports a study which tested hypotheses dealing with the child's perception of a teacher's feelings toward him and his self-concept, achievement, and classroom behavior. An interrelationship existed between the child's perception of the teacher's feelings and each of the variables; however, the researchers were careful to say that the relationships were not of a cause-effect nature. The checklist is included.

DINKMEYER, DONALD, and RUDOLF DREIKURS. *Encouraging Children to Learn: The Encouragement Process.* Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Presents valuable matter for the teacher of disadvantaged children in the reading situation. Of particular worth are chapters three, four, seven, eight, and nine.

DOLL, RONALD C., and ROBERT S. FLEMING. *Children Under Pressure.* Columbus, Ohio: Charles E. Merrill Books, 1966.

Comments on the effect of pressure on young children.

EDUCATIONAL POLICIES COMMISSION. *Education and the Disadvantaged American.* Washington, D. C.: National Education Association, 1962.

Treats many problems of children in disadvantaged environments; discusses speech patterns of disadvantaged children and the chances for reaching success when speech therapy precedes or accompanies reading instruction.

KLUWE, MARY JEAN. *Self-Image and the First-Grade Pupil,* Contributions in Reading No. 33. Boston: Ginn, 1964.

Cites methods to determine the ways in which children see themselves, the teacher's responsibility in building self-image, and materials to use in enhancing it. A list of books for children and books for the teacher is included.

METFESSEL, NEWTON S. *Conclusions from Previous Research Findings Which Were Validated by the Research and Evaluation Conducted by the Staff of Project Potential.* Los Angeles: University of Southern California, 1965.

Examines factors in the readiness of disadvantaged children for instruction. Findings are organized into categories relating to home and family structures, personality and social characteristics, learning characteristics, general school relationships, and characteristics as related to children from the culture of poverty.

"Prevention or Failure," *National Education Association.* Washington, D. C.: Department of Elementary-Kindergarten-Nursery Education, Catalog No. 65-19742, 1965.

Contains a series of articles by a group of California educators on how a child feels about himself, others, his world, and learning.

RIESSMAN, FRANK. "The Overlooked Positives of Disadvantaged Groups," *Journal of Negro Education,* 33 (Summer 1964), 225-231.

Presents a theoretical formulation for teaching disadvantaged children based upon the positive effects of coming from a low income environment. Thinking in the positive has obvious effects, contributing to the high value of such an approach. The author reviews the values of the school – i.e., speed and formal verbal ability – and notes that these values automatically make the disadvantaged child dull but that neither is crucial to the learning process in its pure form. Riessman encourages the school to develop approaches and techniques appropriate to the learning styles of the children, thereby making the school itself a far more pluralistic society.

RIESSMAN, FRANK. "Styles of Learning," *NEA Journal,* 55 (March 1966), 15-17.

Examines some distinct styles of learning: visual, aural, and physical – the latter of which is attributed to the disadvantaged learner. Submits that analysis of the way a child works and learns is of greater value in promoting his progress than speculation on his emotional state.

ROBINSON, HELEN M., SAMUEL WEINTRAUB, and CAROL A. HOSTETTER. "Summary of Investigations Relating to Reading, July 1, 1963, to June 30, 1964," *Reading Teacher,* 18 (February 1965), 334-428.

Reviews the research with emphasis on the social and cultural factors affecting school performance.

SEAGOE, MAY. *A Teacher's Guide to the Learning Process.* Dubuque, Iowa: W. C. Brown, 1961.

Examines motivation in learning: the various forms of motivation; emotional and social factors which influence learning; the nature of materials to be learned and their effect on learning; and the processes of learning, transferring learning, and forgetting. A brief appendix on the implications of the psychology of learning for teaching summarizes the chapter conclusions. Also included is an extensive bibliography organized by chapters.

"Pressures on Children," *Theory Into Practice,* 7 (February 1968). Columbus, Ohio: College of Education, 1-48.

Presents to the reader the kinds of pressure children face regardless of their economic background. One section deals specially with pressure on the ghetto child.

THOMPSON, WENDA (Compiler). *A Selective Bibliography on New Media and the Education of the Culturally Disadvantaged*, Staff Paper No. 2. Washington, D. C.: Educational Media Council, April 1966.

Presents an annotated bibliography, the second of a series of staff papers evolving from an analysis of current programs for the culturally disadvantaged. Aim of the Educational Media Council is to determine the optimum role which might be played by media and media organizations in the education of the disadvantaged.

TRABASSO, TOM. "Pay Attention," *Psychology Today*, 2 (October 1968), 3036.

Reports several studies which relate to the role of attending behavior and learning. The process of selection with respect to attention relates to learning to read.

WEPMAN, JOSEPH M. "The Perceptual Basis for Learning," *Meeting Individual Differences in Reading*. Chicago: University of Chicago Press, 1964, 25-33.

Presents the Modality Concept, a frame of reference for viewing the learning process in terms of individualized modes of behavior, and discusses its critical importance in the process of learning to read.

ZINTZ, MILES V. *Corrective Reading*. Dubuque, Iowa: Wm. C. Brown, 1966, Appendix B.

Includes final appendix devoted to an extensive bibliography of children's books which are applicable to the corrective reading situation with entries graded and availability noted.

READING AND THE DENIED LEARNER

With the possible exception of race relations, there is more literature dealing with the denied learner and his relationship with reading than his relationship with any other area of endeavor. It seems that the denied learner suffers most from the reading portion of the elementary and secondary curricular sphere, although it may be legitimate to suggest that such suffering is largely the result of the school's constant scrutiny of reading combined with its relative inability to restructure the reading development program to fit newly found learning characteristics in children.

This section is divided into five areas of emphasis which the compilers suspect would be most useful to teachers using this bibliography. Since reading is simply one of two receptive skills in the language program, attention is given first to reading as a language skill. Some general references on reading and the denied learner follow. The curricular sphere known as reading is then divided into three levels of graded sophistication: prereading, primary reading, and middle and upper grade reading.

Language and Reading

ALLEN, ROACH VAN, and CLARYCE ALLEN. *Language Experiences in Reading.* Chicago: Encyclopedia Britannica Press, 1966.

Presents a beginning reading program employing the language experience approach. Cites related language activities.

BROWN, SANDRA M. et al. "Losers Before They Start," *Reading Newsreport,* 3 (October 1968), 2-3.

Presents a short article charging the teachers of disadvantaged children with the task of mediating the gap between school language and the language of the child by asking the question, "Upon whose shoulders does the failure of a disadvantaged child fall when the problem is one of standard vs. nonstandard dialect?"

CARROLL, WILLIAM S., and IRWIN FEIGENBAUM. "Teaching a Second Dialect and Some Implications for TESOL," *TESOL Quarterly,* 1 (September 1967), 31-36.

Presents instructional programs which deal with learning a second dialect. The issue of dialect difference is crucial to teachers of children in the reading sphere.

CHING, DORIS C. "Effects of a Six-Month Remedial English Program on Oral, Writing, and Reading Skills of Third Grade Hawaiian Bilingual Children," *Journal of Experimental Education*, 32 (Winter 1963), 133-145.

Discusses research studies of the relationship between improved language proficiency and reading achievement of 246 third grade Hawaiian children with various language problems who were exposed to a special program of English language development.

CORBIN, RICHARD, and MURIEL CROSBY. *Language Programs for the Disadvantaged.* Champaign, Ill.: National Council of Teachers of English, 1965.

Reports visits to more than 115 projects and programs related to language in urban and rural disadvantaged communities. Recommendations are made for future action at all educational levels.

DALE, EDGAR. "Vocabulary Development of the Underprivileged Child," *Elementary English*, 42 (November 1965), 778-786.

Discusses the language of the disadvantaged child in the context of its source. Dale suggests an extensive analysis of various dialects, as in the Strickland study, to make it easier for the teacher to understand and deal with dialects.

DAVIS, ALLISON. "Teaching Language and Reading to Disadvantaged Negro Children," *Elementary English*, 42 (November 1965), 791-797.

Challenges the teacher to establish a closer, understanding relationship with children in the disadvantaged classroom. Davis deals with verbal organization and the fact that children listen to and speak a language before they are expected to read and write it.

ECROYD, DONALD H. "Negro Children and Language Arts," *Reading Teacher*, 21 (April 1968), 624-629.

Examines the role played by dialect and reviews the considerable literature on the subject. The author offers a plea for seeing the issue of dialect in terms of second language learning as opposed to ignoring the fact of a native linguistic base.

EDUCATIONAL POLICIES COMMISSION. *Education and the Disadvantaged American.* Washington, D. C.: National Education Association, 1962.

Concerns speech pattern of disadvantaged children and the chance for reading success when speech therapy is provided. The speech patterns of disadvantaged children differ so sharply that they impede children's learning to read. Chances for success improve when speech therapy precedes or accompanies reading instruction. Reading materials and visual aids should take into account the backgrounds of the children concerned. Both school and community activities can aid in extending the mental and physical horizons of children. A major purpose of teacher education is to provide the basis of the teacher's respect for the pupil and awareness of the circumstances that affect his pupils.

EDWARDS, THOMAS J. "The Language Experience Attack on Cultural Deprivation," *Reading Teacher*, 18 (April 1965), 546-551.

Presents specific learning needs of the culturally deprived child and suggests the language experience approach as a means of improving his language facility.

FEARN, LEIF. "Pure Language Experience at the Success-Failure Level," *Proceedings: Sixth Annual Invitational Reading Conference*. Tempe, Arizona: Arizona State University, 1967, 30-33.

Discusses the use of language experience in its purest form in order to deal with the reality of children who operate at the edge of failure daily due to verbal-conceptual limitations in American English.

FINOCHIARE, MARY. *Selections for Developing English Language Skills*. New York: Regents Publishing, 1966.

Lists a compilation of specific activities designed to develop competence in listening comprehension, reading comprehension, and dictation. Suggested procedures are outlined for the teacher. Material included is designed for use from the upper elementary level throughout college.

FLINT, RICHARD. "New Hope for the Language-Deprived Reader," *Curriculum Newsletter*, No. 65. Columbus, Ohio: My Weekly Reader, American Education Publication, 1966.

Considers four categories of poor readers: the special education pupil who is handicapped in one or more ways, the slow learner, the culturally disadvantaged, and the remedial reader.

FRIES, CHARLES C. "Linguistics in Beginning Reading," *Current Approaches to Teaching Reading*. Washington, D. C.: National Education Association, 1965.

Presents four statements which attempt to stress features of an approach to beginning reading applying linguistic knowledge.

GOODMAN, KENNETH S. "Dialect Barriers to Reading Comprehension," *Elementary English*, 42 (December 1965), 853-860.

Reports research concerning the necessity of the teacher's not only being aware that a dialect difference exists between the language of the child and that of the school and the reading material but also the necessity of knowing the extent to which the dialect difference exists.

GOODMAN, KENNETH S. "Linguistics of Reading," *Elementary School Journal*, 64 (April 1964), 355-364.

Discusses the contributions of linguistics to the teaching of reading and cautions against accepting any type of reading material with the label "linguistic" attached to it.

HALL, EDWARD T. *The Silent Language*. Greenwich, Conn.: Fawcett, 1959.

Shows how people communicate with behavior in a way which is often more meaningful than verbal communication.

"Language and Learning," *Harvard Educational Review*, 34 (Spring 1964). Cambridge, Mass.: Graduate School of Education, 131-368.

Presents several well-written and informative articles relating to learning language. Two articles in particular, "Words, Meanings, and Concepts" by Carroll and "Language and the School Child" by Joos, are of significant value to the teacher of disadvantaged children.

HILDRETH, GERTRUDE. "Linguistic Factors in Early Reading Instruction," *Reading Teacher*, 18 (December 1964), 172-178.

Expands upon language devices to express meanings which are accumulated by reading, writing, and speaking. Oral language is the major source of linguistic knowledge, and the major unit of meaning is the phrase or sentence, rather than the single word.

KELLOGG, RALPH E. "A Symposium on an Experimental Approach to Language Arts: Overview," Claremont Reading Conference, 28th Yearbook. Claremont, Calif.: Claremont Graduate School, 1964.

Summarizes the experience approach to the teaching of language arts, as contrasted to the traditional method of instruction.

LOBAN, WALTER D. *The Language of Elementary School Children.* Champaign, Ill.: National Council of Teachers of English, Research Report No. 1, 1963.

Reports a longitudinal study (1952-1959) of the use and control of language and the relationships among speaking, reading, writing, and listening.

MARKEL, NORMAN N., RICHARD M. EISLER, and HAYNE W. REESE. "Judging Personality from Dialect," *Journal of Verbal Learning and Verbal Behavior,* 6 (February 1967), 33-35.

Presents a research report dealing with the tendency of people to predict or judge the personality of others on the basis of the hearer's perception of the speaker's dialect characteristics.

MARQUARDT, WILLIAM F. "Language Interference in Reading," *Reading Teacher,* 18 (December 1964), 214-218.

Discusses the great influence that the language which the child brings to school has on his success in dealing with the required acquisition of reading skills.

McDAVID, RAVEN. "Dialectology and the Teaching of Reading," *Reading Teacher,* 18 (December 1964), 206-213.

Focuses on the problems faced by children who speak a dialect other than "standard" American English.

PONDER, EDDIE G. "Understanding the Language of the Culturally Disadvantaged Child," *Elementary English,* 42 (November 1965), 769-774.

Discusses the language problems faced by the disadvantaged child when he comes to school. Beyond mere vocabulary which is characteristic of "standard" American English, there is much the disadvantaged child must learn.

RUDDELL, ROBERT B., and BARBARA W. GRAVES. "Socio-Ethnic Status and the Language Achievement of First Grade Children," *Elementary English,* 45 (May 1968), 635-642.

Discusses the need for programing "standard" English as a second language for children who bring a "nonstandard" dialect to the classroom, the value of the teacher as a language model, and the value of a rich language environment in the classroom.

STRICKLAND, RUTH G. "Interrelationship Between Language and Reading," *Volta Review*, 60 (September 1958), 334-336.

Reproduces a paper delivered by the author to the 68th Annual Meeting of The Alexander Graham Bell Association for the Deaf. Discusses the findings of the author's earlier research on interrelations among the language arts.

Teaching Reading to the Bilingual Child. Phoenix, Arizona: Division of Indian Education, Arizona State Department of Public Instruction, 1963.

Consists of a manual, designed for teachers of Indian children, which is very explicit in its treatment of the process of teaching bilingual children to read and which incorporates a great deal of language study according to a selected linguistic philosophy.

THOMAS, DOMINIC R. "Oral Language Sentence Structure and Vocabulary of Kindergarten Children Living in Low Socioecomonic Urban Areas," unpublished doctoral dissertation, Wayne State University, 1961.

Deals with research on the dynamics of language development in disadvantaged children.

The University of Kansas Symposium on Language Development, 18 (April 1968). Lawrence, Kan.: School of Education, 2-47.

Reports on "Language Development During the School Years" and "The Psycholinguistic Abilities of Retarded Readers." The former part explains itself; the latter suggests through research with the Illinois Test of Psycholinguistic Abilities that learning to read is tied very closely to language ability and instruction must be addressed to that point.

General References

ALLEN, ROACH VAN. "Let Not Young Souls Be Smothered Out . . .," *Childhood Education,* 44 (February 1968), 354-357.

Explains the value of creative language experience. The author gives seven instances of utilization of creative language experiences in the development of language ability.

AUKERMAN, ROBERT C. "After the Explosion: What Lies Ahead?" *Grade Teacher,* 84 (March 1967).

Discusses reading and the disadvantaged child. The author mentions the move in the direction of multi-ethnic materials but claims that it is only a

veneer because there is a limit to the use of nonstandard dialect and the portrayal of inner-city value systems in reading material.

BARBE, WALTER B. (Ed.). *Teaching Reading: Selected Materials.* New York: Oxford, 1965.

Contains a range of materials from reading readiness to reading in the secondary schools.

BERG, PAUL CONRAD. "The Culturally Disadvantaged Student and Reading Instruction," *Meeting Individual Differences in Reading.* Chicago: University of Chicago Press, 1964, 111-119.

Appraises the characteristics of disadvantaged children, the attitudes of teachers, and the instructional implications. Other sections in this book concern curriculum provisions; procedures and materials for the disadvantaged learner; and an evaluation of his needs throughout the grades.

BERNEIS, REGINA F. "The Culturally Disadvantaged Child," *American Library Association Bulletin,* 59, 53-57.

Lists studies, articles, and books written since 1960. Each reference gives specific suggestions for motivating the culturally disadvantaged student through increased interest and skill in reading.

BOND, GUY L., and EVA B. WAGNER. *Teaching the Child to Read.* New York: Macmillan, 1966.

Cites advances in classroom techniques and experimental methods. Knowledge of child development, the psychology of learning, and language arts are discussed as basic to effective teaching of reading.

CHANDLER, THEODORE A. "Reading Disability and Socioeconomic Status," *Journal of Reading,* 10 (October 1966), 5-21.

Reviews research on socioeconomic status and reading and includes an extensive bibliography.

COFFMAN, WILLIAM E. "Developing Tests for the Culturally Different," *School and Society,* 93 (November 13, 1965), 430-433.

Discusses the use of standardized tests with the disadvantaged child. The author suggests that test validity be determined for each group tested.

CRISCUOLO, NICHOLAS P. "How Effective are Basal Readers with Culturally Disadvantaged Children?" *Elementary English,* 45 (March 1968), 364-365.

Reports on an investigation designed to identify the effectiveness of a selected series of basal reading materials in a disadvantaged area.

DAVIS, O. L., and CARL R. PERSONKE. "Effects of Administering the Metropolitan Readiness Test in English and Spanish to Spanish-Speaking School Entrants," *Journal of Educational Measurement*, 5 (Fall 1968), 231-234.

Investigates the possible effects of bilingual administration of the Metropolitan Reading Readiness Test. The findings place emphasis upon areas of cultural bias beyond the mere factor of language.

DECHANT, EMERALD V. *Improving the Teaching of Reading*. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

Details information on the reading process directed to training teachers, reading specialists, and reading supervisors.

FEITELSON, DINA. "Teaching Reading to Culturally Disadvantaged Children," *Reading Teacher*, 22 (October 1968), 55-61.

Bases discussion on observations by the author of her work with Israeli disadvantaged children. Suggests that the literature on United States urban disadvantaged shows a close similarity to middle-eastern disadvantaged. The article presents the learning problems with prospective solutions.

FIGUREL, J. ALLEN (Ed.). *Improvement of Reading Through Classroom Practice*, 1964 Proceedings, 9. Newark, Del.: International Reading Association, 1964.

Contains a collection of addresses dealing with various aspects of reading from the elementary grades to the college and adult levels, covering a wide range of content. Sequence 8 is devoted to teaching reading to the disadvantaged. As with each of the major topics, the articles are organized by educational levels.

FIGUREL, J. ALLEN (Ed.). *Reading and Inquiry*, 1965 Proceedings, 10. Newark, Del.: International Reading Association, 1965.

Presents a collection of papers dealing with various aspects of reading. Of particular pertinence to the disadvantaged are the sequences dealing with the reading specialist, linguistics, and teaching reading to the disadvantaged and to the bilingual.

FIGUREL, J. ALLEN (Ed.). *Vistas in Reading.* 1966 Proceedings, Vol. 11, Part 1. Newark, Del.: International Reading Association, 1967.

Presents contributions on problems of dialect, socioeconomic factors, culture, and bilingual factors. Attention should be drawn to the section entitled, "Reading Problems Due to Environmental Influences," pages 337-369.

GOMBERG, ADELINE. *A Reading Activities Manual to Aid the Disadvantaged.* Danville, Ill.: Interstate Printers.

Describes techniques for promoting language and reading development in informal situations. Games and activities include use of the library and newspaper, and trips and related activities. Music, technical skills for instructors, and suggested readings for children and teachers are presented.

HAVIGHURST, ROBERT J. "Poor Reading and Delinquency May Go Hand in Hand," *Nation's Schools,* 64 (November 1959), 55-58.

Contends that the greatest handicap a child can have is lack of mastery of reading. Children may get into trouble if they suffer from one or more of three kinds of deprivation: affectional deprivation – children do not receive sufficient love at home; model person deprivation – parents are poor models; and intellectual deprivation – neither reading nor stimulating conversation occurs in the home. Havighurst recommends that children from deprived homes be identified in kindergarten and kept in a peer group until they have learned to read.

ILG, FRANCES L., and LOUISE BATES AMES. *School Readiness.* New York: Harper and Row, 1964.

Presents a combined textbook and manual promoting the viewpoint that children should go through school on the basis of their developmental behavioral level rather than chronological age. Test administration, use, and evaluation are discussed.

ORNSTEIN, ALLAN C. "101 Books for Teaching the Disadvantaged," *Journal of Reading,* 10 (May 1967), 546-551.

Includes a short commentary followed by an annotated list of the books identified by the author.

Reports on Reading and the Disadvantaged: Elementary Level. ERIC Document Reproduction Service, Document Number ED 015 350, 4936 Fairmont Avenue, Bethesda, Md. 20014.

Lists 164 documents on reading and the disadvantaged, each with a short annotation, order number, and price.

ROBINSON, H. ALAN. "Reliability of Measures Related to Reading Success of Average, Disadvantaged, and Advantaged Kindergarten Children," *Reading Teacher,* 20 (December 1966), 203-209.

Presents research showing that instrument measurement useful with the middle-class child may not be reliable with a disadvantaged child. Robinson's study uses several tools and identifies two instruments which indicate reliability for both groups, the Goodenough Draw-a-man Scale and the Metropolitan Readiness Tests.

ROBINSON, H. ALAN. *Reading and the Language Arts,* Supplementary Educational Monograph No. 93. Chicago, Ill.: University of Chicago Press, 1963.

Clarifies interrelationships of reading and the other language arts and provides suggestions for helping the culturally disadvantaged child with reading.

ROBINSON, H. ALAN. *The Underachiever in Reading.* Chicago: University of Chicago Press, 1962.

Contains contributions from various authors on the teaching of reading and the preparation of materials for the disadvantaged learner.

SCHARE, ROBERT, and JO WALLACH. *Readings in Reaching the Disadvantaged Child,* Delinquency Prevention Training Project Youth Studies Center, Training Series for Social Agencies, Vol. 5. Los Angeles: University of Southern California, Civic Center Campus, 1965.

Presents a series of eight special training materials compiled to provide insight on the disadvantaged.

SHADICK, ROBERT. "The Big Need: They Must Want to Read," *Grade Teacher,* 84 (March 1967), 138.

Concerns difference between evaluating reading on the basis of "can the child read" and "does the child read." Author refers to developing a "love" for reading.

SKINNER, VINCENT P. "Why Many Appalachian Children are Problem Readers — We Create the Problems," *Journal of Reading*, 11 (November 1967), 130-132.

Recommends instituting a vast, preschool, oral language program devoted to standard American English. Author identifies the problem in Appalachia as linguistic: the children speak nonstandard American English and are isolated from that which is standard.

SMITH, MILDRED BEATTY. "Reading for the Culturally Disadvantaged," *Educational Leadership*, 22 (March 1965), 398.

Suggests techniques for teaching reading to the disadvantaged child, such as, the use of the child's own language in reading materials, involvement of parents in the child's activities, and broadening the child's horizons via experience trips.

SMITH, NILA BANTON. *Reading Instruction for Today's Children*. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Presents a basic text on reading instruction containing current research and an overview of current approaches to reading and emphasizing importance of teaching reading skills.

SPACHE, GEORGE D. *Toward Better Reading*. Champaign, Ill.: Garrard, 1963.

Includes discussion and analysis of most of the significant issues in reading instruction.

STAUFFER, RUSSELL (Ed.). *Reading Teacher*, 18 (March 1965), entire issue.

Discusses teaching disadvantaged children to read — including the nature of the learner, the systems which appear to be viable, formats for teaching, and descriptions of programs in operation.

STAUFFER, RUSSELL (Ed.). *Reading Teacher*, 18 (April 1965), entire issue.

Discusses the problems of the disadvantaged learner. Includes reports on research and curriculum projects and on inservice programs for reading teachers.

STRANG, RUTH. *Diagnostic Teaching of Reading*. New York: McGraw-Hill, 1964.

Presents a basic approach to the learning-to-read process as revealed by diagnosis and evaluation. Practical suggestions are provided for the elementary reading teacher and specialist.

STRICKLAND, RUTH G. *The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children,* 38 (July 1962). Bloomington, Ind.: Bureau of Educational Studies and Testing, Indiana University.

Results of a cooperative research study designed to analyze the structure of children's language in the first six grades; to compare it with the structure of language in books in which children are taught to read; and to investigate, at the sixth grade level, any apparent differences in quality of children's reading skill.

STRICKLAND, RUTH G. *Success Themes for the Educationally Disadvantaged.* Random House School and Library Service.

Lists and evaluates available literature on themes likely to be of interest to students in grades K-12.

TINKER, MILES A., and CONSTANCE M. McCULLOUGH. *Teaching Elementary Reading* (3rd ed.). New York: Appleton-Century-Crofts, 1968.

Presents a comprehensive text, on the teaching of reading, which is designed to familiarize teachers with the fundamentals derived from research and sound classroom practice and then to provide examples of practice recommended for kindergarten through grade eight.

WHIPPLE, GERTRUDE, and MILLARD BLACK. *Reading for Children Without: Our Disadvantaged Youth,* Reading Aids Series. Newark, Del.: International Reading Association, 1966.

Discusses briefly the special educational needs of disadvantaged children; describes in detail programs for pupils in the primary, middle, and secondary grades; and reports briefly on eight experimental programs in various cities. A short bibliography is also included.

Prereading

BARRETT, THOMAS C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," *Reading Teacher,* 18 (January 1965), 276-282.

Reports research investigating the usefulness of reading readiness factors in predicting success in first grade reading achievement. The sample included three socioeconomic spheres, but they were not delineated in the findings of this report.

BOTTRILL, J. H. "Effects of Preschool Experience on the School Readiness of Privileged and Underprivileged Children," *Exceptional Children,* 34 (December 1967), 275.

Describes a study designed to identify whether preschool education significantly affects the school readiness of disadvantaged children when compared with the readiness of advantaged children.

CUTTS, WARREN G. "Reading Unreadiness in the Underprivileged," *NEA Journal,* 52 (April 1963), 23-24.

Suggests teaching procedures to provide for the language needs of disadvantaged children. Emphasizes language teaching in kindergarten and first grade.

DAWSON, MILDRED A., and GEORGIANA O. NEWMAN. *Language Teaching in Kindergarten and the Early Primary Grades.* New York: Harcourt, 1966.

Presents a revision of language teaching in Grades One and Two, as published earlier by Mildred Dawson. Submits that the language arts program for this age level should be determined by the nature of language development, the social environment of the children, and the needs of the total curriculum.

De HIRSCH, KATRINA, JEANETTE J. JANSKY, and WILLIAM S. LANGFORD. *Predicting Reading Failure.* New York: Harper and Row, 1966.

Discusses learning problems and gives a "predictive index" for early identification, at preschool age, of those children who are likely to have academic difficulties later on. Contains recommendations for prevention of failure.

GUNDERSON, DORIS V. *Research in Reading Readiness.* Washington, D. C.: United States Department of Health, Education, and Welfare, Government Printing Office, 1964.

Lists references along with an overview of research in the field.

HECHINGER, FRED H. *Preschool Education Today.* New York: Doubleday, 1966.

Describes programs conducted by Martin Deutsch, Shirley Feldman, Carl Bereiter, Siegfried Engleman, and Margaret Lipchilk.

KRESS, ROY, and MARJORIE S. JOHNSON (Eds.). *Reading Teacher,* 22 (October 1968), entire issue.

Presents the effects of kindergarten experiences, an analysis of readiness scores compared with varieties of socioeconomic backgrounds, a discussion of readiness tests and their uses, and a discussion of some problems faced by disadvantaged children in learning to read.

MONROE, MARION. "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," *Education,* 56 (1935), 7-14.

Contains a pioneer article on measures for the identification of reading readiness. Monroe lists tests by the factors which they measure and discusses their form and content.

MONROE, MARION, and BERNICE ROGERS. *Foundations for Reading.* Chicago: Scott, Foresman, 1964.

Deals largely with informal prereading procedures and also with instructing the language-disadvantaged child.

ROACH, EUGENE, and NEWELL W. KEPHART. *The Purdue Perceptual Motor Survey.* Columbus, Ohio: Charles E. Merrill, 1966.

Presents data from a study on the perceptual motor behavior of young children and contains information by which teachers may assess perceptual motor problems and relate them to a remedial program.

SHELDON, WILLIAM. "Meeting the Individual Needs of the Culturally Disadvantaged Child," *A and B Reading Bulletin,* No. 123. Boston: Allyn and Bacon, Teachers Service Division, 1966.

Contains some characteristics of the culturally disadvantaged child, a discussion of the kindergarten program and reading program to meet his needs, and the use of the listening and viewing center.

STAUFFER, RUSSELL (Ed.). *Reading Teacher,* 19 (February 1966), entire issue.

Discusses Project Head Start and includes articles dealing with reading readiness, community action and various programs in action, and individualized reading for boys committed to a correctional institution.

WEIR, LOUIS TURNER. "Who Teaches Reading Readiness?" *Grade Teacher*, 81 (June 1964), 29, 98.

Discusses the nature of reading readiness with emphasis on the importance of development during the preschool years. Suggests a number of ways parents can contribute to their children's readiness for reading, as well as provisions which teachers make to accomodate children with varied experiential backgrounds.

WOLMAN, THELMA G. "A Preschool Program for Disadvantaged Children — The New Rochelle Story," *Young Children*, 21 (November 1965), 98-111.

Presents in detail the compensatory education program for prekindergarten children in New Rochelle, New York. The discussion takes the reader from the conception of the idea through the execution of the program.

Primary Reading

CUTTS, WARREN G. (Ed.). *Teaching Young Children to Read.* Washington, D. C.: United States Department of Health, Education, and Welfare, Government Printing Office, 1964.

Contains contributions from authorities on child development and reading and describes experimental programs and research in beginning reading in the United States, Canada, and England.

DURRELL, DONALD D. "First Grade Reading Success: A Summary," *Journal of Education*, 140 (February 1958), 2-6.

Reports on a study made to assure reading success among first grade children to evaluate reading readiness practices and concepts and to study relationships among various aspects of reading growth.

DURRELL, DONALD D. *Improving Reading Instruction.* New York: World Book, 1956.

Includes material on reading readiness, word recognition, and word analysis in the primary grades.

"Fun With Phonics," *Highlights for Children*, March 1967. Columbus, Ohio: Highlights for Children.

Gives self-directing exercises and review of consonant and vowel sounds, combinations, silent letters, syllables, and ending sounds. Written on a range of elementary reading levels.

GOODMAN, PAUL. "Learning to Read and Write the Way We Learn to Talk," *Current*, No. 92 (February 1968), 50-54.

Seems to take the position that there are characteristics in the process of learning to listen and talk which can be utilized in learning to read and write.

GUNDERSON, DORIS V. *Research in Reading at the Primary Level.* Washington, D.C.: United States Department of Health, Education, and Welfare, Government Printing Office, 1963.

Summarizes unpublished studies on primary reading conducted from 1955 to 1960.

HARRIS, ALBERT J. *Comparison of Reading Approaches in First Grade Teaching of Educationally Disadvantaged Children.* New York: Research Foundation of the City University of New York, 2, 6.

Describes a project supported by the Cooperative Research Program, United States Office of Education, studying four methods of teaching reading to the disadvantaged.

HUEY, J. FRANCES. *Teaching Primary Children.* New York: Holt, Rinehart and Winston, 1965.

Expresses belief that the primary years should establish in the child a relationship with his environment, and that teachers, to be successful, must be aware of individual differences in order to provide a framework for exploration at the child's own rate of learning. The author is an exponent of the ungraded school.

KRIPPNER, STANLEY. "Specialized Approaches to the Instruction of Young Children," *Education,* 89 (September-October 1968), 11-17.

Reviews organized approaches to the teaching of very young children and notes particularly programs offered for disadvantaged children. Includes a statement of need relative to extensive research in early learning. The bibliography is current and relatively complete.

LINEHAN, ELEANOR B. "Early Instruction in Letter Names and Sounds as Related to Success in Beginning Reading," *Journal of Education,* 140 (February 1958), 44-48.

Reports a research study designed to evaluate the effect of a program of systematic teaching of letter names and sounds upon first grade reading achievement.

MINGOIA, EDWIN M. "A Program for Immature Readers," *Elementary English*, 31 (October 1964), 616-621.

Concerns, in considerable detail, techniques especially appropriate for use with culturally deprived readers in the primary grades, as developed by the author, a reading consultant.

MORRIS, RONALD. *Success and Failure in Learning to Read.* London: Oldbourne Book, 1963.

Treats understanding of the early stages of learning to read, establishing foundations for comprehension, and ways to deal with the retarded reader.

STAUFFER, RUSSELL (Ed.). *Reading Teacher*, 18 (October 1964), entire issue.

Discusses initial reading via various methods and in various school systems, receptive skills of preschoolers, and the optimum beginning age for beginning reading in issue almost exclusively devoted to initial reading.

STERN, CATHERINE, and TONI S. GOULD. *Children Discover Reading: An Introduction to Structural Reading.* New York: Random House, 1965.

Presents an exposition of a method of teaching very young children to read; could also be used with older retarded readers. The second book written by this mother and daughter team.

WYATT, NITA M. "Cooperative Research in First Grade Reading," *Bulletin of Education,* University of Kansas, 22 (May 1968), 89-95.

Presents one of the more concise and readable reviews for the classroom teacher from the USOE studies on first grade reading.

Middle-Upper Grade Reading

BENZ, DONALD A., and ROBERT A. ROSEMIER. "Word Analysis and Comprehension," *Reading Teacher,* 21 (March 1968), 558-563.

Submits that testing of fourth graders shows that phonic and visual perceptual skills are closely related to comprehension.

BRIM, BURL J. "Impact of a Reading Improvement Program," *Journal of Educational Research,* 62 (December 1968), 177-182.

Reports a study involving increased rate and comprehension in which attention was paid to increased concentration, reading groups of words, decreased regression, reduced vocalization, and better organization of materials for instruction.

CLARKE, EDITH S. "Teaching Remedial Reading in a Blackboard Jungle," *Kappa Delta Pi Record*, 4 (April 1968), 108-110.

Relates a personal experience which is successful only in the eyes of a teacher.

COHEN, DOROTHY H. "Effect of Literature on Vocabulary and Reading Achievement," *Elementary English*, 45 (February 1968), 209-213.

Shows the positive results of reading literature aloud to upper grade children who are considered to be disadvantaged.

CUTTS, WARREN G. *Research in Reading for the Middle Grades.* Washington, D.C.: United States Department of Health, Education, and Welfare, Government Printing Office, 1963.

Presents an annotated bibliography based on published and unpublished research studies in reading in the upper elementary grades (from 1955).

DARLING, RICHARD L. "School Library Services for the Culturally Deprived Child," *School Life*, October 1963.

Views the library program as a way to get the disadvantaged into reading. Facilities are reviewed and proposals for improvement are ventured.

Educating Disadvantaged Children in the Middle Grades, United States Department of Health, Education, and Welfare, Office of Education, OE-35068, 1965.

Emphasizes the pluralistic character of the effective reading program. Suggests reading groups based upon common interests, various kinds of reading contests, adequate remedial facilities, and extensive use of the tape recorder as possible measures to be taken in programing.

EMANS, ROBERT. "Identifying Significant Reading Skills in Grades Four through Eight," Conference on Reading, 28, University of Chicago, 1966, 37-41.

Suggests that skill development carries the message that reading matures as a unit rather than in a fragmented manner. Each skill complements and adds significance to all others.

FISHER, FRANK L. "Influences of Reading and Discussion on the Attitudes of Fifth Graders Toward American Indians," *Journal of Educational Research*, 62 (November 1968), 130-134.

Presents a study of attitude change functioning from reading and discussion. Past findings relative to the factor of reading upon attitude change are supported, and the added factor of discussion served to enhance the change.

GALLAGER, MARGARET A., and LOIS M. SOUTHWARD. "Developing Reading Interests," *School Libraries*, 14 (January 1965), 41-44.

Considers the role of the school librarian in the upper grade reading program. The librarian and teacher work together in developing resources for interest area reading. The article cites ideas for fourth, fifth, and sixth grade levels.

GARDNER, K. "Books for Backward Readers," *Times Educational Supplement*, 2755 (March 8, 1968).

Shows the need for books which deal with reading skills and the background of the children in a realistic way. Suggests that the most crucial area of concern is at the upper grade levels.

GOMBERG, ADELINE. "The Lighthouse Day Camp Reading Experiment with Disadvantaged Children," *Reading Teacher*, 19 (January 1966), 243-246.

Presents an interesting and relevant experiment in children's reading directly related to day camp activities.

HEIDER, D. P. "Fostering Interest in Reading in Grades Four Through Eight," Conference on Reading, University of Chicago, 28 (1966), 111-114.

Presents a plea for a wide and varied program of reading with individual concentration in areas of personal relevance in an attempt to spark interest and incentive in reading.

JEWETT, ARNO. *Improving English Skills of Culturally Different Youth in Large Cities*, United States Department of Health, Education, and Welfare, Office of Education, OE-30012, 1964.

Views the problem of improvement in terms of the approaches and techniques necessary as well as the teacher training programs needed to carry the proposed approaches and techniques.

KANTROWITZ, VIOLA. "Bibliography with Retarded Readers," *Journal of Reading*, 11 (December 1967) 205-212.

Discusses three cases, one of which is disadvantaged. The youngsters found value in reading in the areas of their own interests and needs.

KOVAS, HELEN. "The Place of Oral Reading," *Elementary English*, 34 (November 1957), 462-466.

Discusses the nature of oral reading what it is and what it is not according to the author's own orientation. Suggests several ways of dealing with oral reading at various grade levels.

LOWERY, LAWRENCE F., and WILLIAM GRAFFT. "Paperback Books and Reading Attitudes," *Reading Teacher*, 21 (April 1968), 618-623.

Reports on research comparing three groups of children: one with no readily available supplementary reading matter, one with only hardbound supplementary reading material available in the classroom, and one with only paperback supplementary reading material available in the classroom. An attitude survey revealed progress on the part of the paperback group and no significant difference on the part of the other two groups.

McKEE, PAUL. *Reading: A Program of Instruction for the Elementary School.* Boston: Houghton Mifflin, 1966.

Treats the two major phases of instruction for grades three through six and contains an extensive bibliography helpfully organized into specific categories relating to various phases of reading.

NIENSTED, SERENA. "Group Use of the Fernald Technique," *Journal of Reading*, 11 (March 1968), 435-437.

Discusses author's experiences teaching eleventh grade boys discarded by the school. Program is patterned after that of Grace Fernald.

PERUTTI, LOUIS. "Have Your Puerto Rican Pupils Help Themselves," *English Journal*, 55 (1966), 1201-1206.

Discusses a technique developed by Project LEARN which helps Puerto Rican children learn English and reading by being paired with fellow students in the learning situation. The technique incorporates attention to the natural language characteristics of the children and the environment from which they come.

SCHAB, F. "Effects of Two Different Approaches to Remedial Reading on the Permanence of the Resulting Achievement," *Childhood Education*, 44 (October 1967), 140-141.

Compares two approaches – teacher-pupil planned and teacher planned – in terms of effectiveness on a longitudinal basis. Significant statistical differences were not found; however, the children who were involved in program planning were more highly motivated.

STRANG, RUTH. "Teaching Reading to the Culturally Disadvantaged in Secondary Schools," *Journal of Reading*, 10 (May 1967), 527-535.

Discusses reasons for being disadvantaged and presents ten ways of dealing with the adolescent reader.

TRIONE, VERDUNE T. "School Psychologist, Teacher Change, and Fourth Grade Reading Achievement," *California Journal of Educational Research*, 18 (September 1967), 194-200.

Reports on a study, which yielded positive results, using a school psychologist as a consultant in the remedial reading program. States that as teachers become more aware of counseling techniques appropriate in the remedial setting, the students began to show more benefit from having participated in remediation.

BOOK SELECTION AND INSTRUCTIONAL MATERIAL

There is a great deal of published literature which presents the teacher with sources of materials for teaching denied children and means of evaluating those sources. It is not feasible to include all of these published materials; however, a bibliography of this kind would not be complete without presenting a sample of the literature on the evaluation and selection of teaching materials for the denied learner.

AMERICAN LIBRARY ASSOCIATION. *We Read.* Washington, D. C.: United States Office of Economic Opportunity, Community Action Program.

Gives eight selected lists of books and recordings for use in teaching disadvantaged children. Includes books for preschool children, books for boys and girls from 12-16 who need encouragement to read, and books for Spanish-speaking children.

BERGER, ALLEN. "Reading Readiness: A Bibliography," *Elementary English,* 45 (February 1968), 184-189.

Reviews literature which presents a very helpful resource for information about identifying and/or developing readiness for reading, a problem of paramount importance to teachers of disadvantaged children.

BISHOP, CLAIRE HUCHET. "A Selected List of Children's Books: Have Nots Here and Abroad," *The Commonwealth,* 66 (May 24, 1957), 207-215.

Discusses the nature of children's literature with respect to recognition of the nation's poor. The annotated bibliography included is ten years old.

BLATT, GLORIA T. "The Mexican-American in Children's Literature," *Elementary English,* 45 (May 1968), 446-451.

Treats the problem of finding reliable information about Mexican-Americans and the necessity of checking books for correctness. The author notes what is universally suspected: the treatment which minority groups receive in curricular design is less than admirable. Discusses several books about Mexican-Americans and concludes with a bibliography of available children's literature on this minority group.

BLOS, JOAN W. "Meeting the Reading Needs of the Culturally Deprived: The Bank Street Readers," *Reading and Child Development,* 4, Proceedings of the 13th Annual Reading and Education Conference. Bethlehem, Pa., January 25, 1964, 21-25.

Describes the content of a reading series designed to overcome reading indifferences through attention to meaningful material reflecting multicultural, multiracial, and multiarchitectural environments of the big city.

BYERLY, CARL L., and GERTRUDE WHIPPLE. "Detroit's Multiracial Reading Program," *Audiovisual Instruction*, 10 (April 1965), 290-292.

Describes the response of the Detroit City Schools to the problem of monoracial and monoethnic reading matter. Describes the design of the series developed, how the series was tested, and how it is used. Notes that the Detroit materials (Follett) are also moving well in advantaged areas of the country, a result suggesting that all school personnel are interested in more real reading matter for children.

CIANCIOLO, PATRICIA. "Children's Literature Can Affect Coping Behavior," *Personnel and Guidance Journal*, May 1965.

Describes the use of bibliography in the elementary school to assist children to solve problems and to develop desirable attitudes. Contains a bibliography of over eighty titles from current children's literature.

COLLIER, MARILYN. "An Evaluation of Multi-Ethnic Basal Readers," *Elementary English*, 44 (February 1967), 152.

Evaluates 25 primary multi-ethnic books from four publishing companies: Chandler, Follett, Macmillan, and Scott, Foresman. Presents generalizations about each of the following aspects of the books: race, neighborhood, family occupations, clothing, and childhood.

CULLITON, THOMAS E., and LORRAINE E. TOLMAN. "High Interest, Low Vocabulary Reading Materials: 1967 Supplement," *Journal of Education*, 149 (April 1967), Boston University.

Submits a carefully compiled bibliography of reading matter for children who need high interest and low vocabulary material, arranged according to grade level, topic, publisher, author, and title.

DONELSON, KENNETH L., and SHARON FAGAN. "A Selected Bibliography for Non-Middle-Class Children, Grades 6-10," *Elementary English*, 44 (December 1967), 856-861.

Presents a bibliography of children's literature for upper grade readers. The theory upon which the bibliography is built is that children need an opportunity to read through literature which relates to them in ways which might go beyond purely racial and economic considerations.

GAST, DAVID K. "Minority Americans in Children's Literature," *Elementary English*, 44 (January 1967), 12-23.

Reports on research concerning the representation of minority children in children's literature. The research, current as of 1962, accounts for the treatment in children's literature of American Indian, Chinese, Japanese, Negro, and Spanish-American children. The report includes the characteristics of the study as well as suggestions for further research.

GREAT CITIES RESEARCH COUNCIL. *New Directions for the Learner, the Teacher, and the Instructional Materials.* American Textbook Publishers, 1965.

Contributes directions for the development of instructional materials for urban deprived youth.

GROFF, PATRICK J. "New Books for the Slum Child," *Wilson Library Bulletin*, 38 (December 1963), 345-348.

Identifies the three-pronged reading problem of the slum child. In making recommendations for the design of more applicable reading matter for the child, the author calls upon research and literature on the subject.

JULITTA, MARY and MICHAELLA. "A List of Books for Retarded Readers," *Elementary English*, 45 (April 1968), 472-477.

Submits a list based on application to the Spache Readability Formula and exposure to children for whom the list is designed. Each item on the list is accompanied by the Spache score and the age group to which the book applies.

KLINEBERG, OTTO. "Life is Fun in a Smiling, Fair-Skinned World," *Saturday Review*, 46 (February 16, 1963), 75-77.

Presents an analysis of American people, their behavior patterns, and their economic status based upon the conceptions which come through the pictures and linguistic content of basal readers.

KOBLITZ, MINNIE W. *The Negro in Schoolroom Literature.* New York: Center For Urban Education, 1968.

Presents in a publication for classroom use (accurate through September 1966), much of the available instructional literature dealing with the education of the denied child. All areas of the curriculum are represented. Materials in reading include series of readers, children's literature, and general information reading.

KOREY, RUTH ANNE. "Children's Literature for Integrated Classes," *Elementary English,* 18 (January 1966), 39-42.

Presents resources available which are appropriate as reading material in integrated classes. The discussion places each suggestion into perspective relative to grade level and rationale for inclusion.

KRENGER, MARCELLA. "Choosing Books for the Disadvantaged," *Chicago Schools Journal,* 46 (March 1965), 246-255.

Presents a discussion of the selection of reading matter for disadvantaged children. Tends to deviate somewhat from the approach characterized by many. Submits that the attitudes of children can be changed through reading and suggests that teachers should spend considerable time reading aloud to the children. Includes professional and children's bibliographies on the subject.

NIEMEYER, JOHN H. "The Bank Street Readers: Support for Movement Toward an Integrated Society," *Reading Teacher,* 18 (April 1965), 542-545.

Presents the characteristics and value of the Bank Street Readers, as discussed by the president of Bank Street College of Education.

OZMON, HOWARD A., JR. "A Realistic Approach to the Writing of Children's Textbooks for Deprived Areas," *Elementary English,* 37 (December 1960), 534-535.

Points up need for materials appealing to the disadvantaged child and related to his concerns in life.

SELIGSON, Y. "Resources for Reading Teachers: Books for the Reluctant and Retarded Reader," *Journal of Education,* 146 (April 1964), 60-70.

Presents a relatively extensive bibliography, carefully detailed and annotated, of high interest and low vocabulary reading material.

SMITH, DORA V. *Fifty Years of Children's Books, 1910-1960.* National Council of Teachers of English, 1963.

Discusses trends in literature and influences on children's books from 1910 to 1960. The contributions of both teachers and librarians are emphasized. Contains a chart of significant books published during the period, organized by year and groups.

SPINNING, JAMES M. "Rochester Readers Show Life as It Is to Deprived Children," *Nation's Schools,* 73 (April 1964), 10-12.

Presents reading material designed by a school district to meet the needs of the students in junior high school. These are basically occupational readers which are designed to orient the reader to what he can expect in the world of work.

STRICKLAND, RUTH. "The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children," *Bulletin of the School of Education,* 38 (July 1962), 131.

Reports extensively on research conducted under the direction of the author. Raises the question as to whether the language in reading textbooks should more realistically reflect the language of the learner.

STULL, EDITH G. "Reading Materials for the Disadvantaged: From Yaki to Tlingit to Kotzebue," *Reading Teacher,* 17 (April 1964), 522-527.

Concerns the importance of providing a wide range of reading material for the disadvantaged – material confirming identity and introducing new experiences. Advocates exposure of the very young to the culture of children's literature and enticement of older children to reading through materials reflecting their concerns. Recommends use of varied materials of instruction, provision of time to read, and tact in helping the poor readers to save face.

WHIPPLE, GERTRUDE. "Multicultural Primers for Today's Children," *Education Digest,* 29 (February 1964), 26-29.

Describes the motivation for and the design, evaluation, and utilization of the Detroit multicultural reading material.

WITHAM, ANTHONY P. "The Index to Reading Material," *Elementary English,* 40 (January 1963), 106-109.

Lists sources of books for reluctant and retarded readers. Its value is in the broad sphere of sources as opposed to the listing of specific selections.

Current Titles in IRA Annotated Bibliography Series

Reading and the Denied Learner – Leif Fearn and Amelia Martucci

Critical Reading: A Broader View – William Eller and Judith G. Wolf

Issues in Language and Reading Instruction of Spanish-Speaking Children – Carl L. Rosen and Philip D. Ortego

Bibliotherapy – Corinne W. Riggs

Adult Basic Reading Instruction – David Ford and Eunice Nicholson

Speed Reading – Allen Berger

Language-Experience Approach to Reading Instruction – Lillian K. Spitzer

Linguistics and the Teaching of Reading – Yetta M. and Kenneth S. Goodman

Visual Perception and Its Relation to Reading – Magdalen D. Vernon

Readability and Reading – Edgar Dale and Barbara Seels

Sources of Reading Research – Gus P. Plessas

High School Reading Programs – Walter Hill

Sources of Books and Magazines for Children – Winifred C. Ladley

Classroom Organization for Reading Instruction – George D. Spache

Providing Clinical Services in Reading – Roy A. Kress and Marjorie S. Johnson

Sources of Good Books for Poor Readers – George D. Spache

Reading and the Kindergarten – Dolores Durkin

Reading in the Content Fields – Leo Fay

Individualized Reading – Harry W. Sartain

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